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ABSTRACT

This report describes the key elements of an alternative access program at Mount St. Mary's College (California), from the recruitment and orientation of culturally diverse students to those ongoing academic and support services necessary to student persistence to graduation. The model is outlined in chapter II. Chapters III and IV describe how elements of the model operate at Mount St. Mary's. Described are the tutorial services that are available, the campus climate that helps foster study and learning, student orientation and tracking, individual testing and placement, curriculum development, and student advisement. Also examined are the general support services of financial aid, career counseling, and community outreach. The program offers guidelines and starting points for institutions interested in serving the needs of underprepared students, who are often from ethnic minorities. Appendices include descriptions of the English for Speakers of Other Languages and Dialects and the Strides Toward Educational Proficiency programs, as well as the school's Institutional Readiness Assessment questionnaire and a list of faculty development programs from 1986 through April 1991. (GLR)

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Celebrating Cultural Diversity
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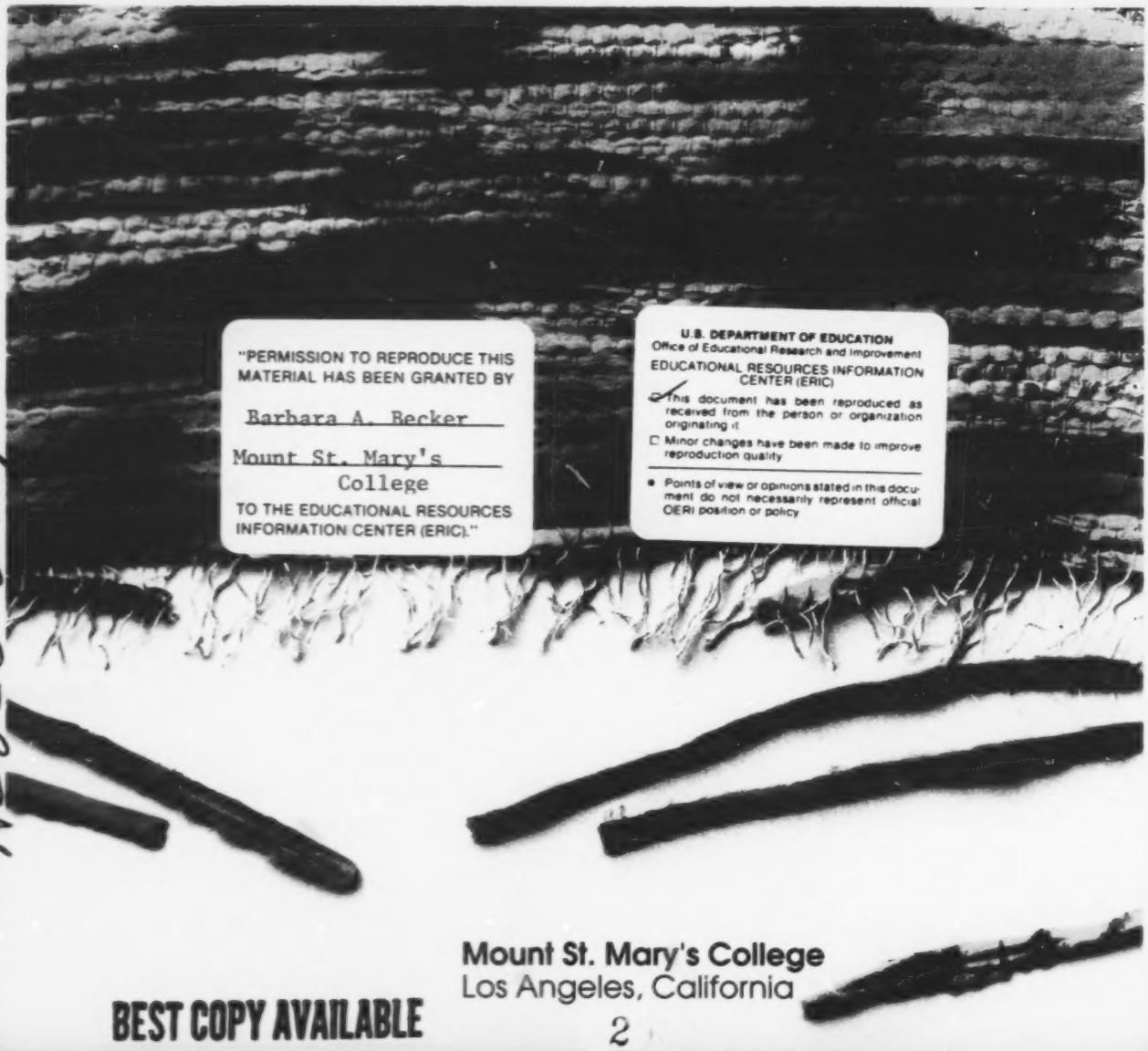
Access & Persistence:

An educational program model



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Celebrating Cultural Diversity in Higher Education

Access and Persistence: An Educational Program Model

Mariette T. Sawchuk

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Mount St. Mary's College, Los Angeles, California

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Foreword

Celebrating Cultural Diversity in Higher Education

Educating a multi-ethnic student population for life in a multicultural world is one of the greatest challenges facing institutions of higher learning in the 1990s. The task is complex and, in some respects, controversial. All facets of college life—admissions, curricula, faculty development, financial aid, fund raising, library holdings and student development—are involved. Mount St. Mary's College in Los Angeles (MSMC) has been engaged in the process of implementing multicultural education on its two campuses for over 10 years. Grappling with the issues raised by multicultural education has been by turns exciting, difficult, frustrating, and surprising. Through the experience, faculty, administrators, and students have been immeasurably enriched. Cultural diversity on campus, acknowledged and utilized as a catalyst for learning, can be a tremendous source of strength for higher education in the United States. Mount St. Mary's College is publishing this series of monographs, *Celebrating Cultural Diversity in Higher Education*, to help other institutions exploring the potential of multicultural education.

Our series begins with a monograph describing MSMC's alternative access program on the Doheny campus. The alternative access program admits students who have low grade point averages (GPA's) and poor test scores, but show potential for success in college as demonstrated through interviews. Many of these students are ethnic minorities who have received poor academic preparation in elementary and high schools. This monograph is the first in MSMC's series on multicultural education because alternative access programs are one way to help a generation of students too old to benefit from educational reforms at the elementary and secondary level. Although much attention has been paid in recent years to improving the quality of education in the United States, such improvement takes time and may come too late for students already in middle school and high school. Alternative access programs accept students as they are and help them develop the skills they need to succeed in college.

Mount St. Mary's College, Los Angeles

Founded by the Sisters of St. Joseph of Carondelet in 1925, Mount St. Mary's is an independent, Catholic college with a special concern for the education of women. The college offers a curriculum in which career preparation at every level is firmly based on the liberal arts and sciences. The college also emphasizes the study of ethics and encourages multicultural awareness through academic and co-curricular activities.

For undergraduates, the college offers both two-year associate in arts degrees on the downtown Doheny campus and four-year baccalaureate degrees on the Chalon campus in west Los Angeles. The evening/weekend division enables working students to earn associate or baccalaureate degrees in selected majors or certification in paraprofessional programs. Graduate programs are available in education, psychology, physical therapy, and religious studies.

Although small, Mount St. Mary's student body is remarkably diverse: 1,100 students self-reporting their places of birth listed more than 42 states and 43 foreign countries. The ethnic diversity of the undergraduate student body closely parallels that of Southern California: 12 percent African-, 37 percent Anglo-, 15 percent Asian-, and 36 percent Hispanic-American. Approximately 60 percent are Catholic. About half of our students reside on campus and half commute.

Every aspect of a MSMC education is characterized by concern for the individual student—her goals, her talents, her development. This concern for the individual student led to the evolution of the college's dual campuses and programs, features which are among MSMC's greatest strengths. Unified by one administration and one faculty, the college specializes on each campus. The Doheny campus offers both associate in arts degrees leading to immediate employment and an alternative access program admitting students who show a potential for success in college despite a weak academic track record. Alternative access students have average GPA's of 2.50 on a 4.00 scale and average composite SAT scores of 660. They are often the first in their families to attend college and must struggle with poverty, inadequate high school backgrounds, and pressing family obligations. For many students, English is a second language. The alternative access program, a direct response to their needs, has been dramatically successful in enabling these students to succeed. Approximately 68 percent of those who come as freshmen earn their associate in arts degree in two years or transfer to a baccalaureate program. Seventy-five to 80 percent of those who persist go on to baccalaureate study in Mount St. Mary's four-year program (50 percent) or at other institutions (25-30 percent). Research has been done on the alternative access program at MSMC's Doheny campus and a model program developed, which is described in this first monograph of the series.

The baccalaureate program on the Chalon campus focuses on students who have demonstrated their ability to succeed academically. Baccalaureate freshmen have average SAT or ACT scores placing them in the top quartile of college-bound students nationwide. Minorities make up a large percentage of these talented students. About half of the candidates for MSMC's prestigious, merit-based President's Scholarships are African-, Asian- or Hispanic-American. The baccalaureate program has been recognized for its excellence by independent organizations such as *U.S. News and World Report* and *Changing Times* magazines. Special opportunities such as the honors program, the Model United Nations delegation, and the Minority Biomedical Research program are centered here. Significantly, students transferring from MSMC's alternative access program do well in the four-year program, meeting the challenge of demanding academic standards.

Multicultural Education

As the population of Los Angeles changed during the '70s and '80s, the student body at Mount St. Mary's College gradually became more ethnically diverse, with the change most apparent on the Doheny campus. Faculty working with students from diverse cultures became aware that students experienced academic difficulty when their cultural assumptions were different from those of the college. Respect for authority, for example, is a strong value for Asian-American students. Consequently, they often avoid asking questions in class even when they are confused about the subject matter. These students interpret the act of questioning as a challenge to the teacher, implying incompetence. Most faculty members, on the other hand, interpret student questions as a sign of interest and involvement in the class. Some faculty may even lower a student's grade for failure to participate. In order to avoid these misunderstandings and others like them, interested faculty and administrators began to explore ways to teach students and their parents about college assumptions and to learn about the world views of various ethnic cultures. English teachers began to look for novels, poetry and plays by authors from a variety of ethnic groups in order to stimulate student interest. Faculty came to "brown-bag" lunch meetings to exchange ideas and teaching methodologies that helped students

succeed. Mount St. Mary's College began to explore the implications of multicultural education not only on a theoretical level, but also on a pedagogical one.

In 1986, Mount St. Mary's received a grant from the Consortium for the Advancement of Private Higher Education (CAPHE) to increase faculty and staff awareness of the link between culture and learning. Additional funds for this project were supplied by the Times-Mirror Foundation. The first objective of the grant, as stated in the proposal, was "to make every member of the faculty and staff more effective in dealing with cultural differences among the college's students" through all-college programs and workshops. The second was to provide funds for individual faculty and staff to research particular, practical topics related to culture and learning.

The grant was a resounding success. It funded speakers for fifteen all-college events and numerous departmental workshops. In the course of the grant, 32 research projects were undertaken. Twenty departments and administrative offices were involved in these projects, and over 40 members of the faculty and staff contributed to them. Many of the monographs in this series are a result of these CAPHE-funded research projects. Another important result of this faculty and staff development grant was a gathering momentum for further institutional change. The education department received a second grant from CAPHE to infuse multicultural content into the subject matter courses (such as English and history) required for an elementary teaching credential. Funding from the AT&T, Ford, and Teagle foundations has made it possible for the college to research the alternative access program and share the results with other colleges and universities through publications, workshops, and presentations at conferences. Grants from the Knight, Ford, and Clowes foundations and the Pew Charitable Trusts have enabled the college to undertake a revision of the core curricula with the goal of making multicultural awareness a central component of a Mount St. Mary's education. MSMC is still very much in the process of incorporating multicultural dimensions into every aspect of college life. The experience is a challenging and invigorating one.

I

Introduction

College can seem like an impossible dream to a girl like Carmen from East Los Angeles, whose father has been arrested for drug dealing and whose mother supports the family by selling tortillas to the bar next door. It seems equally out of reach to Sandra, an African-American teenager with low test scores and poor grades from an inner-city high school. Is there a place for young women like these in higher education? For Rose, who sleeps in a hammock slung in the living room of her overcrowded family home? For Maria who longs to be a teacher despite poor English skills compounded by a speech impediment?[1]

These young women and their male counterparts are a challenge to American higher education, a challenge colleges and universities are only beginning to confront. Minority participation in higher education, particularly among African- and Hispanic-Americans, remains far behind that of Anglo-Americans despite some gains in the late 1980s. In the American Council on Education's *Ninth Annual Status Report: Minorities in Higher Education*, Deborah J. Carter and Reginald Wilson report figures showing that 31.8 percent of Anglo-Americans, aged 18-24, have had some college experience compared with 23.5 percent of African-Americans and 16.1 percent of Hispanic-Americans, (20-21). Not only are minority students underrepresented on college campuses, they are also more likely to be concentrated in community colleges rather than in four-year colleges and universities. Of those enrolled in college in the fall of 1988, 42 percent of African-American college students, 40 percent of Asian-American students, 52 percent of Native- American students and 56 percent of Hispanic-American students were enrolled in two-year institutions as compared with 36 percent of Anglo-American students (Carter and Wilson, 26).

The problem of low participation rates is compounded for African- and Hispanic-American students by high college dropout rates. Hispanic- and African-American students earn baccalaureate degrees at much lower rates than Anglo-American students. In 1989, 84.5 percent of all baccalaureate degrees conferred were awarded to Anglo-Americans, 5.7 percent to African-Americans and 2.9 percent to Hispanic-Americans (Carter and Wilson, 31). Carter and Wilson conclude: "Graduating larger percentages of African American and Hispanic college students is not an easy task for most institutions, but it must be addressed by more colleges and universities" (6).

Both research and common sense point to complex causes for the underrepresentation of minorities in higher education. Poor instruction at the elementary and high school levels, poverty, racism, insufficient role models—the societal causes are numerous. Some of the barriers to participation in higher education exist within the colleges and universities themselves. Among them are highly selective admissions standards, lack of financial assistance, and failure to understand and accept diverse cultures on campus.

One path to educational equity for minority students is an alternative access program that admits promising but academically underprepared students into a college environment that enables them to succeed. Mount St. Mary's College, Los Angeles, has developed such a program. Although students are asked to submit their high school transcripts and SAT or ACT scores, admission is based on an interview during which the student's goals, maturity, and potential for college work are assessed. Approximately 68 percent of the students entering the college's alternative access program earn their associate in arts degree in two years or transfer to a baccalaureate program. Of

[1]These young women have been students in Mount St. Mary's alternative access program. Their names have been changed to protect their privacy.

those who persist, 75-80 percent go on to baccalaureate study: 50 percent in Mount St. Mary's four-year program and 25-30 percent at other institutions. Carmen, Sandra, Rose and Maria, (along with hundreds of other young women like them) have been admitted to MSMC through the alternative access program. Brief descriptions of what these young women have accomplished appear throughout the following pages to show in concrete, human terms how such a program transforms lives.

The success of MSMC's alternative access program has been recognized nationwide. The American Council on Education (ACE), the Western Interstate Commission for Higher Education (WICHE), the State of Michigan's Office of Minority Equity, AT&T Corporation, and the Consortium for the Advancement of Private Higher Education (CAPHE) have identified MSMC as one of the very few colleges in the United States having a comprehensive, successful program for ethnic minority students. At the same time the college has maintained its academic excellence, its baccalaureate program having achieved high ratings in *U.S. News and World Report* (October 1989 and 1990) and in Kiplinger's *Changing Times* magazine (December 1989).

In order to document the success of its programs and to analyze which components of its education contributed most to the success of alternative access students, the college has collected data through its Office of Institutional Research. In addition, two separate research projects, the first funded by the AT&T Foundation and the second by the Ford, AT&T, and Teagle foundations, have been conducted. The model program derived from all available research is outlined in Chapter II. Chapters III-VI describe how elements of the model operate at Mount St. Mary's. A grant from the CBS Foundation helped to defray the prepublication costs of this monograph.

Mount St. Mary's educational philosophy is essential to the operation and success of this model program. Fundamentally, the faculty and administration believe that the college needs to accept each underprepared student, with her individual strengths and weaknesses, and provide the help she needs to succeed. While this philosophy is simple, it has some controversial corollaries. First, the college, as an institution, must adapt to the student as well as the student to the college. Changing long-established ways of doing things—teaching methodologies and the role of academic advisors, for example—has caused some discomfort to faculty and staff, but has been essential to the success of underprepared students.

Second, MSMC places its focus on student success. Rather than "weeding out" a student in academic difficulty, faculty and staff strive to identify the causes of her underachievement and work toward overcoming them. Students are tested, academic weaknesses are analyzed, and learning prescriptions are devised by the Learning Resource Center. Students who miss too many classes, for example, are referred to their academic advisors, who help them clarify their goals and see the relation between class attendance and success. Faculty and administration believe it is their role to intervene when a student is in difficulty, indeed to use that difficulty as a step to success. Student success does not mean lowering standards or giving passing grades to students with marginal performance. It means teaching students the self-management and cognitive skills that enable them to do well in regular college classes.

Educational philosophies will differ in this regard. Not all colleges and universities will perceive their missions as insuring student success; not all faculty members will accept as their role intervening to change behavior. Much of the success of Mount St. Mary's alternative access program, however, comes from the college

community's commitment to the success of alternative access students—whatever that entails for the institution. The support for this educational mission, moreover, is truly collegewide. Trustees, regents, and alumnae as well as faculty and administration regard the education of academically underprepared students as an important part of the college's mission.

II

Alternative Access: An Educational Model

Description

The model program described in the following pages has been developed and refined over the past 10 years on the Doheny campus of Mount St. Mary's College. In addition to ongoing analysis by MSMC's Office of Institutional Research, two recent studies document the success of the alternative access program and identify its key elements. Beginning in 1987, Guadalupe Anaya from the Higher Education Research Institute at UCLA conducted an assessment funded by the AT&T Foundation. In 1989-90, a second project was undertaken by Mary S. Fasenmyer and supported by the Ford, AT&T, and Teagle foundations. Both studies—employing structured interviews with students, faculty, and administrators and questionnaires completed by the same groups—arrived at similar conclusions and validated the model program described in the following pages.

We recognize that each college has unique characteristics. History, geographical location, existing programs, and resources are among the factors that will have an important impact on the way the model, or portions of it, are adapted to a particular institution. While not the only, nor the complete answer to the question of educational equity, this model program offers guidelines and starting points for institutions interested in serving the needs of underprepared students, who are often ethnic minorities. This monograph includes an "Institutional Readiness Assessment" derived from the research (Appendix C). For educators who want to recruit and retain more ethnic minorities, the assessment provides a useful tool for measuring campus strengths and weaknesses.

An Educational Model

The elements of our program are organized in hierarchical order with the most important variables listed first. Following each element is a list of its component parts. Chapters III-VI offer a detailed description of the ways in which this model program operates at Mount St. Mary's College.

ELEMENT 1: A Supportive Campus Climate

1. Campus climate of warmth, trust, and general caring
2. Active concern for student needs
3. Sense of community
4. Counseling services
5. Campus housing
6. Social life of the student body

ELEMENT 2: Adequate Academic Support Services

1. A Learning Resource Center with a variety of tutorial services
2. Campus climate conducive to study and learning
3. Required freshman orientation class
4. Student progress tracking

ELEMENT 3: Good Academic Program

1. Individual testing and placement
2. Curricula consistent with students' diagnosed needs
3. Skilled faculty with multicultural awareness
4. Reliable academic advisement
5. Library with adequate holdings, particularly multicultural authors and works

Element 4: General Support Services

1. Financial aid
2. Career counseling
3. Community outreach

III

ELEMENT 1: A Supportive Campus Climate

The educational model outlined in the last chapter provides guidelines for institutions of higher learning seeking to help academically underprepared students. Like all models, however, this one takes on life only when applied to practical situations. This chapter and the three which follow show how the model program works in the particular, concrete circumstances found at Mount St. Mary's Doheny campus. Each element in the model is broken down into objectives and MSMC's methodologies for achieving them. Practical suggestions, anecdotes, and quotations from students are included in order to give the reader a more complete sense of how the program works on a daily basis. Rather than being prescriptive, this section is meant to share ideas and spark reflection and discussion.

This variable was rated by both students and faculty/staff as the most important element in the persistence and achievement of alternative access students. It includes such components as "a climate of warmth, trust and general caring," "an active concern for student needs," and "a sense of community" (Fasenmyer, 23). What this means in practice is that MSMC faculty, administration, and staff are available to students. For example, freshmen and sophomores often stop by the admissions office to chat with the director or with their former admissions counselor. Faculty, administrators and staff extend themselves in order to help students. They stay beyond their office hours to assist those in academic difficulty. They listen to student problems or ask questions if something seems amiss. In one instance, two administrators conducting a freshman orientation seminar noticed that a student was losing weight. When they asked her how she was feeling, they discovered that she missed the kind of rice she was used to eating in her homeland. After a supermarket search, one administrator's husband found the precious commodity, and the student's health improved.

Objective: To Develop a Supportive Campus Climate

"The Doheny campus of Mount St. Mary's College is unique. It's so beautiful and the concern everyone feels for you—all these things encourage you to succeed. The opportunities and the attention provided couldn't be better for helping students like me to gain confidence."
—Maria

"There is a caring and home-like feeling at Doheny. The girls here are much nicer and more down-to-earth than at any other college I visited. I've made friends easily with everyone."
—Jackie

"The thing that has impressed me most about the Doheny Campus is its warmth. Everyone cares, everyone is friendly and helpful."
—Linda

Developing a supportive campus climate is the most important element in the model and, unfortunately, the most elusive. The atmosphere of a campus has more to do with the attitudes and values of the people who populate it than with any specific programs. The following are suggestions for making every member of the college community feel worthwhile and valued.

Methodology

1. A supportive campus climate grows out of the institutional mission or ethos of a college. Trustees and high level administrators such as the president, deans, and department chairs support the idea that the empowerment of each individual student is one of their primary educational goals. They reward faculty and staff for giving personal

attention to students. At Mount St. Mary's, for example, good teaching has always been a critical factor in promotion and tenure decisions.

2. In hiring and providing orientation to faculty and staff, the college communicates to new employees both the importance of giving individual attention and support to each student and clear guidelines as to the kind of support these students need. Faculty know they may be required to take a very active role in guiding students to appropriate behavior. At Doheny, many MSMC faculty members require attendance, take roll, and follow-up in person or by telephone with students who are absent or miss assignments. Academically underprepared students need to see both the good and bad consequences of their actions immediately, not at the end of the semester. MSMC faculty are willing to provide the structure these students require in order to learn the habits of success. A fuller discussion of the faculty role can be found on pages 23-24.

3. Education is seen as a process of bringing students into academic life rather than weeding out those lacking the background or skills to succeed academically. Faculty and administrators believe that a college exists to promote success for all students, not just for those perceived as talented. When a student experiences academic difficulty at MSMC's Doheny campus, her teacher, advisor, or sometimes the dean of the campus, meets with the student to ascertain the causes of her difficulty and to identify appropriate remedies. Failure is seen not as a sign of inherent inability to learn, but as a sign that a problem must be identified and overcome—perhaps by referral to the Learning Resource Center, to the financial aid office, or to another area of the college. There is campuswide agreement that many incoming freshmen need to be taught how to be successful students. Acquiring good study habits, learning time management and goal setting skills, and improving reading and writing may take students a semester or more, but such learning pays off in long-term success.

4. Faculty development is one way of achieving a supportive campus environment. The 1986 CAPHE grant, mentioned in the Foreword, provided a way for all faculty and staff at the college to become more aware of the needs of multicultural students. Ongoing workshops at the college deal with such subjects as successful teaching techniques with a multicultural student body and methods for handling racial tensions in the classroom. (See p. 23 and Appendix D.)

5. The way students interact with each other greatly affects the campus climate. One goal of the student development office at MSMC is to promote friendly and positive relationships among students from different ethnic groups. Among the many organizations at MSMC are the Asian club, MELU (Movimiento Estudiantil de Latinas Unidas), and the Multicultural Advisory Council (composed of students, faculty, and administrators), all of which promote multicultural understanding.

6. Participation in student government, service organizations on campus, and the Women's Leadership Program helps students feel a sense of belonging. Alternative access students, however, may be hesitant to become involved in student government and student events. They may need some support or encouragement from an advisor or faculty member. Involvement in student government may be particularly productive of growth in the student's second year, when some academic success has been experienced and the student is ready to take on other challenges.

7. Another important factor is class size. Average class size at Mount St. Mary's College is 19 students, so it is relatively easy for faculty to get to know each student individually. Larger institutions may give some thought to providing small group experiences where alternative access students can experience personal support.

8. On-campus work is another way to give students a stake in the institution, to make them feel part of a community. About 58 percent of full-time, associate in arts students participate in work/study programs at MSMC. Through their campus jobs, they become better acquainted with faculty and administrators and more involved in the workings of the college.

9. Living on campus, while not possible for all students, plays an important role in developing a sense of community. Residence may be a particularly important factor in student persistence and success because it provides quiet areas and times for study, which may not be available at home. Students living in multi-ethnic dormitories also have opportunities to grow in their understanding of other cultures. They become adept at cross-cultural communication, an important skill in an ethnically diverse society. Because many alternative access students cannot afford to live on campus without additional financial aid, colleges and universities may want to consider grants enabling students to reside in the dormitories. In 1984, Mount St. Mary's completed a new residence hall on the Doheny campus. About half of Doheny students now live on campus. Quiet hours are strictly enforced in the residence halls as a way of emphasizing the value of studying. To help commuter students, many on-campus study areas are provided, most of which remain open in the evenings. Commuters are also invited to live in the dormitories during examination week.

10. All-college and all-campus events also provide ways for students to develop a sense of community. The Doheny campus has many traditional events uniquely its own including a "safe Halloween" night, which students provide for neighborhood children; the annual Cinco de Mayo celebration; Black History week; a multicultural fair; Christmas open house for students and their families in the historic Doheny mansion; a mother-daughter luncheon; and Laurel Day when honors are awarded. Doheny students also participate in events at the Chalon campus, where they see many of their former classmates who have transferred to the baccalaureate program.

11. Communication is a significant factor in the development of a supportive campus environment. The "Doheny Happenings," a campus newsletter distributed to students, faculty, and staff by the office of the dean, includes information on a wide variety of subjects including academic deadlines, financial aid, student activities, and campus events. The newsletter is highlighted in weekly freshman orientation seminars, so that students become very aware of the information it contains.

12. Peer counseling is another way to encourage a sense of community. In the MSMC advisement center, for example, peer counselors help fellow students with simple questions about academic requirements. In the Learning Resource Center, peer tutors, usually second year students, help and encourage newer learners. Students also serve as residence assistants.

Carmen, whose story opened this monograph, succeeded academically, was elected student body president in her second year and won the Mayor's Youth Contest with her paper describing the problems in her neighborhood and her ideas for solutions. She graduated with an associate in arts degree and went on to California State University, Los Angeles, for a bachelor's degree in social work.

IV

ELEMENT 2: Adequate Academic Support Services

Alternative access students are admitted to Mount St. Mary's College because they have the potential to succeed in college. Although they are asked to submit high school transcripts and SAT or ACT scores, these students are evaluated for admission on the basis of a personal interview with the dean of the Doheny campus. Among the qualities the dean assesses are the student's maturity, ability to set goals, knowledge of her own strengths and weaknesses, and commitment to further education.

When a student is admitted, the college accepts the responsibility of helping her change any habits or attitudes that lead to failure. Indeed, all of the support services on the Doheny campus are carefully designed to change habits of thinking and behaving. Sister Kathleen Kelly, dean of the Doheny campus, describes the educational philosophy this way: "If you believe in yourself and believe you can succeed, you are apt to engage in positive behaviors. Students can discover that by paying attention, by studying, by going to classes and meeting assignments, they are learning and achieving." Through the academic support services, students learn new behaviors, and even more importantly, they work with people who believe in them. The formal academic support services at Mount St. Mary's fall into three distinct categories: Learning Resource Center (LRC), required freshman orientation class, and academic tracking program.

Objective: An Effective Learning Resource Center

"There is always someone to help me when I'm confused. The Learning Resource Center has become my 'second home' because it helps me understand my work in class."
—Susan

"I really appreciate the Learning Resource Center. I go there for help and review test-taking material, and do much better and feel much more confident."
—Laura

The basic task of any Learning Resource Center is to assist students in their college classes. Such a center will be most effective if it is flexible, functioning in a variety of ways to meet the very different needs and learning styles of individual students. Ideally, the approach to each student requesting help will be an individualized program designed so that the student can work at his or her own pace. A Learning Resource Center has most impact on a campus when it serves a variety of constituents: faculty members, advisors, students in remedial classes, students on academic probation, and drop-ins needing help with an individual assignment. Much of the success of any Learning Resource Center comes from the attentiveness of the individual staff members, who must see beyond a student's immediate problem to general areas of weakness that need strengthening.

Methodology: The Functions of a Learning Resource Center

1. The first function members of the LRC staff perform is an assessment of the individual student's needs. A staff member talks with the student about her particular problem and may also consult with her advisor or the referring faculty member. To meet the student's needs, a member of the staff may work one-on-one with a student, initiate a study group, assign self-paced learning modules on audio-visual equipment, provide a tutor, or organize a skill-building class.

2. It is most helpful if students enrolled in remedial or skill-building classes are assigned additional time in programmed learning activities at the Learning Resource Center. Such assignments help overcome any reluctance students may have to stopping by with a problem. The MSMC staff monitor these students to make sure they are putting in the requisite hours and help with any problems they may encounter.

3. The majority of students who come to the Learning Resource Center are requesting help on a particular assignment. Generally, a member of the staff works one-on-one with the student. If the student is writing a paper, for example, the staff member will help to clarify what has been learned from doing research, to formulate a thesis, and to outline the content. When the student has a draft, the staff member will make suggestions about organization, style, and compliance with the college style sheet.

4. Staff members working with students on assignments are alert to diagnose general areas of weakness (for example, limited vocabulary or non-standard grammar) and point out material in the LRC that can be used to build the corresponding skill.

5. The Learning Resource Center staff can be effective monitors for students on academic probation. At Mount St. Mary's, this process usually begins with an informal interview discussing the problems the student encountered in the previous semester. Student and staff member agree on strategies and precautions to avoid those pitfalls. Students on academic probation may be provided with a tutor, required to take part in study groups, required to report to a staff person each week, assigned a certain number of hours in the LRC, or given other tasks which will increase their confidence and skills.

6. LRC staffers apprise faculty members of audio-visual materials and individualized learning packages that could supplement course materials. The staff obtains necessary materials requested by faculty members and monitors students who have been assigned to view or practice with materials in the center. Supplementary materials are heavily used in the physical and social sciences, mathematics, art, music, English and other languages.

7. Working one-on-one with students gives members of the staff an opportunity to listen to a student's family or personal problems. The LRC staff regard supportive listening as part of their job and make referrals to appropriate counselors when necessary. This personal concern and presence is vital to the students' well-being and is an important part of the community-building so necessary in an alternative access program.

8. The center is conveniently located on campus and open at times when students can use it. Late afternoon and evening hours are particularly important for commuters and students who hold part-time jobs as well as go to classes.

9. The center has sufficient audio-visual equipment to meet students' needs without undue delay. It has the necessary programmed learning packages, tapes, and other materials helpful to students and faculty.

Objective: A Required Freshman Orientation Seminar

"I loved the freshman orientation seminar. We got to discuss how things were going with a small group of other students experiencing the same things. It really helped me understand the difference between high school and college."
—Gracie

All freshmen need an introduction to college, but an introduction to the college "culture" is particularly important for alternative access students. Often these students have no personal or anecdotal experience of college, and concepts such as registration, schedule changing, and examination schedules may be foreign to them. The orientation seminar also deals with problem solving skills such as breaking down assignments into achievable steps. Students are encouraged to see each other and faculty members as resources. Successful student behaviors are taught and modeled in the orientation class. In addition, a freshman orientation seminar is a good way to provide students with small group support, an important factor in community building.

Methodology: Components of a Freshman Orientation Seminar

1. Experience has shown that the freshman orientation seminar seems to work best if it is required and carries some academic credit. At Mount St. Mary's, the class meets one hour per week for one semester and carries one unit of academic credit. In the Fasenmyer study, faculty and administrators rated this seminar as more important to student persistence and success than students did. Both groups, however, rated the seminar as "good" in quality (Fasenmyer, 15). These data suggest that students benefit from the experience although they would not necessarily choose it for themselves.

2. Because the freshman orientation seminars are ideal for providing small group experiences even on heavily populated campuses, we recommend keeping them small. At Mount St. Mary's the group size ranges from seven to 17 students. This is particularly important because students are encouraged to discuss problems they are encountering in their first semester. The small group atmosphere makes this possible, increases group cohesiveness, and builds a sense of community.

3. All sections of the orientation seminar use a common syllabus, so that students cover the same material.

4. Before the semester begins, faculty meet with the freshman seminar coordinator to discuss goals and course content. Students and faculty review the course at the end of the semester to evaluate the experience and make suggestions for improvement. Student evaluations of the course are weighed heavily in the revision process.

5. Topics covered will, of course, vary from college to college. Planners may consider the following: the semester cycle including topics like registration procedures, add and drop deadlines, deficiency notices and what to do about them, examination schedules and college resources; personal skills such as time management, problem solving strategies, health concerns and money management; and study skills such as memory techniques, note-taking skills, test-taking strategies, brainstorming ideas for papers/speeches, and library research. Personal goal setting and an investigation of careers are two very important components of MSMC's orientation seminar.

Objective: Academic Tracking System

"I got an early warning notice [of academic difficulty], and my advisor figured out that my problem was a lack of organization. She helped me manage my time better. This semester I'm doing well because I've learned how to organize myself."
—Tanya

Alternative access students often have a history of academic failure and a collection of self-defeating habits that help account for that history. If they are to succeed in college, intervention must take place at the first sign of trouble. Sister Kathleen Kelly, dean of the Doheny campus, believes that academic tracking is crucial for alternative access students: "Early and frequent feedback from faculty to student is essential so that students can assess their progress and seek academic assistance when needed." Faculty and administration must hold students strictly accountable for following through on the necessary remedies.

Methodology: Components of an Academic Tracking System

1. A successful academic tracking system begins in the classroom. Although the practice may be controversial on some campuses, we recommend that faculty members take roll and impress upon students their obligation to attend class. As freshmen, alternative access students need to be taught behaviors that lead to academic success, and class attendance is one of them. MSMC faculty members frequently telephone students who have missed class to remind them to attend.

2. Students need early warning of academic difficulty. Mount St. Mary's has instituted a two-tiered warning system. The feasibility of such a system and its timing, of course, depend upon the college calendar. Mount St. Mary's, which operates on a semester system that ends before Christmas, provides "Early Warning" notices of academic deficiencies as early as October in the fall semester and February in the spring semester. Faculty members time tests, papers and assignments early enough to make an accurate assessment of student progress. A second warning, the mid-semester deficiency notice, is timed for November and March.

3. Students in danger of receiving grades of D or F at the time of mid-semester deficiency notices are required to develop a plan of action to improve their grades in collaboration with their teacher and advisor. Frequently, students at MSMC include the Learning Resource Center in their plan. Whatever the plan, everyone involved in it is informed in writing so that faculty, advisor, LRC staff member, and student can all follow through.

4. It is helpful for students with two or more deficiencies to meet with an administrator (assistant dean or dean) as well as with faculty members and advisor. MSMC's dean for the Doheny campus meets individually with these students and suggests ways that the student can be more successful. This is time consuming for the administrator, but tells students in an unmistakable way that each student at MSMC is important and expected to succeed. Mount St. Mary's tries to communicate to students during the first year in college that freshmen who act like successful students become successful students. Close supervision helps many students learn this lesson.

Maria overcame her speech impediment and improved her writing and speaking skills with the help and support of a staff member from the Learning Resource Center. After she earned her A.A. degree, she transferred to MSMC's baccalaureate program where she graduated with a degree in Spanish.

V

ELEMENT 3: Good Academic Program

The academic program is the heart of any college that defines itself as a teaching, rather than a research, institution. Why, then, is it not the most important element in the alternative access program? Although students rated the academic program at Mount St. Mary's College very highly, they judged that the supportive campus climate and the academic support services were more important to their success and persistence. Without self-esteem and basic skills, the best curricula and teaching are useless to them.

MSMC's faculty and administration believe strongly that college-level courses demand college-level performance. Alternative access students are ultimately expected to master the same material as those who enter the college in the traditional way. Faculty are encouraged to experiment with teaching techniques such as cooperative education, collaborative learning, and active involvement that may include group projects, group discussion, and panel presentations. Such techniques have been demonstrated to work effectively in multicultural classrooms for students from all ethnic groups. This pedagogical flexibility is much appreciated by the students, who rated the faculty higher on teaching techniques, responsiveness to student questions, and quality of assignments than the faculty rated themselves (Fasenmyer, 15, 27).

An academic program that is both high in quality and good for alternative access students includes individual testing and placement, curricula responsive to students' diagnosed needs, competent faculty, reliable academic advisement, and adequate library holdings.

Objective: Individual Testing and Placement Program

"Testing is a great idea! Now I'll know exactly what my weaknesses are and I'll be taking just the courses I need."
—Nicole (incoming student)

Students are not all alike. Alternative access students, in particular, need careful diagnosing of strengths and weaknesses and individually designed course schedules. Many of Mount St. Mary's Asian-American students, for example, are prepared to enter college-level mathematics courses, although they may need remedial English classes or even English as a second language. A testing program makes accurate, individual placement possible.

Methodology: Components of an Individual Testing and Placement Program

1. Assembling a "package" of tests to assess all skills deemed necessary for academic success is the first step in the testing program. Consultation with faculty from departments such as English and mathematics is essential in selecting tests. Mount St. Mary's uses the following:

A. Reading Placement Test, Educational Testing Service. This is a 25-minute test of reading comprehension. A ranking of 43 percent indicates satisfactory skills.

B. Note Taking Test. This test was developed at MSMC. Students listen to a five-minute taped lecture on a subject unfamiliar to most of them (the one currently in use is on Confucian principles). They are asked to take notes during the tape and given an additional two minutes to complete the notes

when the tape has ended. Notes are scored for accuracy and clarity on a 1 (low) to 4 (high) point scale.

C. **Written English Expression Placement Test,** Educational Testing Service. Twenty-five minutes. A score of 70 percent is required.

D. **Writing Sample.** Students are given 30 minutes to write a paragraph of about 150 words using their notes from the taped lecture. (If their notes are inadequate, they are given a list of topics from which to choose.) Paragraphs are judged on their structure (introduction, development, and conclusion) and grammar on a scale of 1 to 4.

E. **Arithmetic.** This test was developed by MSMC's mathematics department and consists of problems dealing with real numbers, elementary operations, common and decimal fractions, ratios, and percentages.

F. **Mathematics:** Also developed by MSMC's mathematics department, this test is administered with the preceding one. Students are given an hour to complete the two. The mathematics test covers basic concepts in algebra and geometry. A minimum score of 18 out of 45 is required for placement into most baccalaureate mathematics courses.

G. **Chemistry** (Optional): Students who intend to transfer into baccalaureate programs requiring chemistry may take this test during placement testing or at a later date as they prefer. Mount St. Mary's department of physical sciences has developed it to assess aptitude for the study of chemistry rather than knowledge of the subject matter.

2. MSMC has found that alternative access students respond best if testing is offered on several dates and times before the student matriculates. Academically underprepared students are often apprehensive because they have had many unpleasant experiences with examinations. To encourage them to come for testing, it is important to accommodate them as much as possible in scheduling.

3. During each testing session, all tests are given under similar conditions. Communication with the student is handled from one office. The testing coordinator mails an informal letter explaining the testing policy to incoming students. MSMC includes a mathematics/chemistry study sheet along with a pre-paid, addressed postcard indicating times and dates of testing from which the student may choose. The testing coordinator and volunteer helpers call each student the day before her chosen test date to remind her of her appointment. This personal contact tends to lessen test anxiety and decrease the number of "no-shows." The testing coordinator also mails the student her test results and lists courses required to make up any deficiencies.

4. Placement into skills classes is determined by the testing coordinator after analyzing test results and ACT/SAT scores. Each student is assessed on an individual basis.

5. Students who need to improve their skills have a variety of options. Among the programs available are college skills classes (p.21), the summer skills program (p. 22), and English as a second language (ESOLD program, Appendix A). In addition, the college offers three tracks of English: Basic Writing (the most fundamental), Written and Oral Communication, and College Writing (baccalaureate level).

6. Testing is of relatively little value without meticulous follow-up. MSMC's testing coordinator is responsible for verifying that students have

enrolled in the correct courses. The coordinator also supervises the administration of post-tests at the conclusion of summer skills and college skills classes to make sure that students achieve satisfactory scores. (These tests are different versions of the original placement tests.) If students do not score satisfactorily, they receive no credit and must retake the course. The coordinator also verifies that they have received acceptable grades in the skills classes. The strictness with which MSMC enforces this policy is one of the major reasons for the success of alternative access students. Each student has numerous chances to develop her skills, but she must reach a certain level of proficiency before she can move forward.

7. Results of tests are readily available to advisors, but are not part of the student's official transcript. Testing is a tool the institution uses to help students build on their strengths and correct their weaknesses as efficiently as possible. Results are the business of the student and college only. MSMC's transcript does not reflect whether the student entered the college as an alternative access student or in the traditional manner.

Objective: Courses that Meet Students' Diagnosed Needs

"The skills program was really important to me. I acquired the ability to write more clearly and correctly, and I have learned that education cannot be taken away from me. Therefore, I am determined to get my bachelor's degree."
—Rosie

"The summer skills program was important and very helpful for me as I began here. I got to know the campus and some of the faculty and students and felt much more confident as I began."
—Maria

Readers interested in a full description of MSMC's curricula should consult the college catalog. The following section deals specifically with course offerings designed to improve student skills.

Methodology: A Variety of Skills Classes

1. Skills classes develop the academic competencies needed for the student to move successfully through general studies classes and into academic majors. They cover the full range of student needs, are offered each semester, and require a certain level of proficiency. MSMC students enrolled in skills courses are required to spend additional time in the Learning Resource Center. The college offers the following skills classes each semester.

A. **College Skills: Note Taking**—A course designed to address the reading, listening, and note-taking skills required to meet the demands of college classes. (1-3 units)

B. **College Skills: Reading**—A course designed to address the vocabulary, speech, and communication skills required to meet the demands of college classes. (1-3 units)

C. **College Skills: Writing**—A supplementary course taught concurrently with Basic Writing. It provides additional and/or individualized instruction in grammar, usage, and writing skills. (1-3 units)

D. **Reading Development**—Vocabulary development through study of prefixes, roots, suffixes; through spelling drill; review of basic sentence structure; reading and discussion of selected imaginative and expository pieces. (3 units)

E. Basic Writing—A study of basic elements of writing including sentence structure, paragraph development, and mechanics. (3 units)

F. Basic Mathematics—A skills course in fundamental processes of arithmetic designed to develop both accuracy and speed in addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals. (3 units)

2. The atmosphere of the classes is positive. They provide opportunities for students to develop the academic skills they need to reach their full potential.

3. Colleges may choose to designate these courses as credit or non-credit or may determine some other designation. At Mount St. Mary's, students receive credit for classes passed successfully, but that credit is elective for the associate degree and not applicable to the baccalaureate degree, should the student decide to pursue one.

4. Classes in English as a second language are available. Mount St. Mary's ESOLD (English for Speakers of Other Languages and Dialects) program can be taken concurrently with regular college courses and offers courses for three levels of proficiency. (See Appendix A for further information on the ESOLD program.)

5. A summer program in basic skills is highly desirable. Such a program enables many students to remedy academic deficiencies before their first semester begins. With this preparation, they can take a heavier course load in the first semester and progress more quickly in their education. An even greater benefit is that summer classes enable students to become familiar with the campus, to get acclimated to college life, and to make friends with other students in a relaxed, informal atmosphere. Such an introduction to college is of particular benefit to alternative access students. Summer courses can provide a more comfortable transition from high school, especially if students are able to live on campus. MSMC also uses the summer skills program as a part of STEP (Strides Toward Educational Proficiency), its outreach program to inner-city high schools. (For a complete description of STEP see Appendix B.) In planning a summer skills program the following considerations may be helpful.

A. The course is timed for maximum student benefit. MSMC schedules three weeks in August just prior to the beginning of the fall semester for the program. Students will be able to use their skills immediately in college classes and can work most of the summer.

B. Students take study skills and choose from among other classes. Most academically underprepared students do not know how to study. Teaching them effective techniques dramatically improves their persistence. Other classes offered in MSMC's summer program are algebra, mathematics, reading development, scientific concepts, and writing.

C. Classes are small (20 students maximum in MSMC's summer program) and taught by regular faculty members. Good teaching is of utmost importance to these students.

D. Colleges will have to decide whether such a session is mandatory or voluntary. At Mount St. Mary's, the summer skills program is voluntary, but students are strongly encouraged to attend. Students scheduled for skills classes in the fall can satisfy those requirements if they successfully complete the course during summer skills and pass the post-test (which is another version of the placement test).

E. The summer skills program may carry academic credit. MSMC offers one unit of credit to students who successfully complete the program. This credit is not applicable to the baccalaureate degree.

F. MSMC provides students with enrichment opportunities, such as concerts, plays and trips to galleries and museums. Many alternative access students have never attended such events.

Objective: A Faculty of Master Teachers

"The professors are really interested in helping you. They give you individual attention, and there is a sense of caring from them."
—Lisa

One of the strengths of the American system of higher education is the variety of institutions serving different kinds of students and having different goals. Whatever the institutional mission, those faculty members who teach academically underprepared students in their freshman year should have mastered the art of teaching as well as knowledge of their educational field. Alternative access students, whose study skills, confidence, and understanding of the college culture may be limited, demand much of their teachers.

Methodology: Teaching the Teacher

1. Alternative access students are often ethnically different from their instructors, who are likely to be Anglo-American. In many minority cultures, cooperation is more highly valued than competition. Learning activities that build on these cultural values can facilitate student success. Faculty members who will be teaching alternative access students during their first semesters need an understanding of the ways in which differing backgrounds and learning styles may interact with pedagogical techniques. College-sponsored lectures or workshops on such cultural issues are ways of alerting faculty to potential cultural misunderstandings which can hinder learning. In 1986, with funding from the Consortium for the Advancement of Private Higher Education (CAPHE) and the Times-Mirror Foundation, Mount St. Mary's College initiated a series of faculty in-service events to increase understanding of the relationship between culture and learning. A list of the speakers and facilitators for these events is Appendix D.

2. The experience of MSMC faculty members suggests that academically underprepared students do better in classrooms where several instructional methods are used. Because many faculty members from research-oriented doctoral programs have received little instruction in teaching methodologies, in-service education is one way to broaden their teaching skills. Although sensitivity is needed in designing and publicizing these events, in-service workshops can build community spirit and provide teachers with new tools to use in the classroom. While some presentations have been lectures, Mount St. Mary's College also provides workshops that allow participants to try out new techniques and receive feedback. To encourage participation, the workshops may be stipended. MSMC has had great success with workshops on writing across the curriculum, using instructional media, and collaborative learning.

3. Faculty can profit from re-thinking a course in the light of new information about ethnic cultures and teaching techniques they receive through lectures and workshops. Such a revision, however, takes time. Using funds provided by CAPHE and the Times-Mirror Foundation, Mount

St. Mary's stimulated this process by awarding mini-grants to faculty and staff members who proposed projects dealing with multicultural education. These projects led to a more pervasive belief in the value of multicultural education than might have resulted from beginning with a debate over terms. Other colleges may profit greatly from a similar program.

4. As noted in the introduction, an institutional commitment to the education of academically underprepared students is important in motivating this kind of faculty development. Enthusiastic support of in-service events on the part of department chairs and deans encourages attendance. Faculty members who take steps to incorporate multicultural perspectives in their classes or who use innovative teaching techniques can be given credit for their efforts when salaries and promotions are being determined. (The important role of faculty development in multicultural education is elaborated on in the second monograph of this *Celebrating Cultural Diversity in Higher Education* series.)

Objective: Reliable Academic Advisement

"The thing that has impressed me most about the Doheny campus is its warmth. Everyone cares; everyone is friendly and helpful. Advisors are especially important and go out of their way to help us students achieve our goals. They care very much and push us to the best of our abilities."
—Linda

The academic advisor plays a key role in explaining the college culture, expectations, and opportunities to students. Alternative access students, who have less familiarity with the college experience than students who enter in traditional ways, need particularly skilled advisors.

Methodology: Providing Good Academic Advisement

1. Academic advisors are carefully selected. Traditionally, academic advisors have been members of the faculty, but this need not be the case. One of the most important characteristics of a good advisor is that he or she be knowledgeable about college procedures and requirements. Alternative access students also need advisors who are patient, who understand their cultural backgrounds, and who have time for them. Well-trained staff members may be as good advisors as faculty members.

2. Academic advisors need close and ongoing communication with the coordinator of placement testing so that students register for the classes they need. They also need to be in touch with faculty members in order to intervene when students encounter academic difficulty.

3. Academic advisors are trained to do their jobs. This is particularly important because advisors change fairly often. College administrators should also see that advisors get clear pdates on policy changes.

4. It is helpful to require alternative access students to see their advisors at specified intervals especially during their first two terms. Sometimes students are hesitant about dropping in to ask questions, and specific appointments make sure they get the help they need.

5. Academic advisors are periodically evaluated at MSMC. It makes sense to check the competency of advisors periodically, in the same way that teaching is evaluated.

Objective: A Library with Adequate Holdings

"From courses with multicultural content, I have learned that all people have suffered: Blacks, Hispanics, Asians. All immigrants have had suffering in their history, not just the Black people, so that when I look at a person I don't see 'Black,' 'Asian,' or 'Hispanic,' I see a human being."
—Karen

While many college and university libraries are well-equipped, collections are often weak in the area of minority authors. Often minority authors are published by small presses with limited resources and short spans of time for keeping books in print, making their books difficult for colleges to obtain. Sometimes, the inadequacies of the holdings indicate a lack of knowledge about or commitment to multicultural education on the part of the college community. A strong collection of works by minority authors and about multicultural issues sends a powerful message to ethnically diverse students about the worth of their own cultures, about the commitment of the institution to multicultural education, and about their own place in the academic world.

Methodology: Increasing Multicultural Holdings

1. Librarians may want to survey the present collection as an initial step in securing adequate multicultural holdings. It may be necessary for the administration to allocate funds to improve the collection in areas of weakness. In some cases, faculty and librarians may need to increase their own knowledge about contemporary authors from a variety of ethnic groups and not rely solely on a few established authors. Among the kinds of books to acquire are works of imaginative literature, biographies and autobiographies, other non-fiction, periodicals, and publications in the native language of minority students.

2. Librarians can aid the faculty by apprising them of multicultural resources as the college or university acquires them. Such information helps tremendously with assignment planning and course revision. (A future publication in this series is an annotated bibliography of selected works by African-, Asian-, Hispanic- and Native-American authors.)

3. Colleges and universities will probably need to increase both print and non-print multicultural media holdings.

Sandra, the African-American student mentioned in the introduction, earned both associate and baccalaureate degrees from Mount St. Mary's College and went on to complete master's degrees in religious studies and marriage and family counseling.

VI

ELEMENT 4: General Support Services

Although this element sounds like an afterthought, it contains one of the most important factors in the persistence and success of alternative access students: financial aid. The other services described here, career counseling and social action, can be critical as well.

Objective: Adequate Financial Aid Services

"The great counseling and financial aid were very important to me. The financial aid allowed me to concentrate on my studies and not have to worry about my payments."
—Maria

In the interviews and questionnaires identifying the key components of the model, students indicated that the amount of financial aid they received was a very important factor in their decision to attend Mount St. Mary's and in their persistence and success. To provide adequate financial aid services, a college must do more than hand out generous grants. Students and their parents must be helped to understand the complexities of the financial aid process.

Methodology: Making Financial Aid Work for Alternative Access Students

1. Funds are allocated for alternative access students. By usual definitions, these students will not qualify for grants based on academic qualifications. Some, however, may be eligible for federal and state grants. Students applying to private institutions, like Mount St. Mary's, will need additional funds to meet their educational costs. High-level administrators and trustees must be aware that a commitment to the education of first-generation students from low socio-economic backgrounds will require significant financial aid.

2. Fund raising efforts to increase the amount of financial aid for alternative access students are aggressive and ongoing. Mount St. Mary's has secured funding in the form of grants and low- or no-interest loans targeted for minority and alternative access students from a variety of foundations and corporate sponsors. Fortunately, a number of California foundations are keenly aware of how important an educated citizenry is to the future of this state and this country.

3. Financial aid counselors are prepared to explain the financial aid process clearly and in considerable detail. Unfamiliar with college procedures, both students and parents may be confused and apprehensive about the process. They often require comprehensive information to understand the various kinds of aid available, the forms and documents needed in the application process, the potential financial contribution of the student and family, and repayment policies for any loans. Bilingual counselors and publications are available.

4. Presentations on financial aid in both English and Spanish are a regular part of recruitment events such as open houses and orientation events for parents.

5. Financial support for alternative access students may have to go beyond the cost of tuition and fees. The college ascertains that support is available to fulfill basic maintenance needs for food, clothing, housing, transportation, and books. College personnel also respect the financial sacrifice the family may be making in foregoing the child's income when he or she enrolls in college.

Objective: Career Counseling

"I have gotten information and skills that I will need for a career and learned about several careers that I would like."
—Maria

As evidenced by student interviews, alternative access students come to Mount St. Mary's because they want to earn a college education and qualify for a good position when they seek employment. They need and want a career center where they can be helped to correlate their interests and aptitudes with satisfying career possibilities. Some students, of course, arrive on campus with very definite career goals and need little help from the career center. Some students find that their initial career choice was unrealistic and need help to widen their options. Most need help with the process of finding a job, resume writing, and interviewing techniques. Advisors and faculty members are also aware of the need to broaden students' knowledge of possible careers. They often talk about student goals and employment opportunities in advisement conferences and class discussion. Faculty and administrators refer students to the career center when the timing seems appropriate.

Methodology: Characteristics of a Career Center for Alternative Access Students

1. Interest and aptitude testing are provided. Mount St. Mary's uses a career-exploration computer program because of its flexibility and its immediate feedback. Students interested in surveying job possibilities or getting information on further education can use it informally. Students working with a counselor or taking the career planning class may be assigned to use the modules on interests, aptitudes, and values. After students have completed these parts of the program, they receive a printout of compatible job options, which they can discuss with the counselor. Other tools such as the Strong Campbell Interest Inventory are useful as well, although there is generally a waiting period while the test is scored.

2. Students are able to schedule appointments with a career counselor. Students referred to the career center at MSMC generally have an initial meeting with the counselor to discuss their concerns and interests. She then assigns them a task related to their specific needs. A student who is changing majors, for example, may be assigned some modules in the career-exploration computer program. Another student nearing graduation may be asked to survey the job board or interview various faculty, staff, and alumnae to help her begin her job search. In follow-up appointments, the student and counselor discuss findings and plan the next step in the career selection process.

3. The center offers a career planning class that covers all kinds of issues: interest and aptitude identification, surveys of job information, job search strategies, resume writing, and interviewing techniques. At MSMC, the course is offered in the fall semester for credit/no-credit.

4. Career planning and goal setting are topics in the extended orientation program, during which students are introduced to the career center.

5. Academic departments often decide to incorporate career planning into their curricula. A large number of alternative access students at MSMC are interested in careers in health fields. For many, the most familiar jobs—nurse, doctor, physical therapist—may be unrealistic goals based on present skills levels. Faculty in the pre-health science major have made a one-unit class "Careers in Health" a requirement to help students explore

the many other options available to them. One important concept communicated in the class is the idea of a career ladder, in which less well-known jobs can be steps on the way to long-term goals.

6. The career center provides internships to enable students to experience a career field or business in which they have an interest. Internships are extremely valuable for students. They help students make connections between what they are learning in school and what they will be expected to do on the job. They provide important job experience and personal contacts useful when a student graduates. MSMC students doing internships work with a faculty sponsor and develop a paper or project as a result of the internship experience. The career counselor coordinates placement and works with the student's supervisor on the job. The student receives an evaluation from her work supervisor which the career counselor and faculty sponsor also see.

7. The career center provides some help with job placement. Students consult the job board at MSMC's career center both for temporary employment and full-time positions. In addition, the career counselor helps individual students seeking positions, and the college holds an annual job fair on campus.

8. There should be many roads to the career center. Unlike academic advisement, career counseling is a service which different students need at different times. If they hear about the career center in a variety of ways at a variety of times, they are more likely to use its services when they need it. Faculty members and advisors need to be alert to provide referrals, especially when a student is in academic difficulty. The career center may sponsor all-campus events such as speakers on career possibilities (MSMC uses alumnae whenever possible) to encourage student use of the center.

Objective: A Social Action Program for Students

"One of the things I like about Mount St. Mary's College is that it encourages you to do community service and to reach out to the community outside the college. It encourages women to 'go for it.'"
—Crystal

As a Catholic college, Mount St. Mary's is strongly committed to the Christian ideal of service to others. Education confers a benefit on the individual student, but also a responsibility to use the acquired knowledge and skills for the good of the community. As Sister Kathleen Kelly, dean of the Doheny campus, puts it: "An important part of education is learning how to make a contribution to the lives of other people and to society. Being of service, seeing other people who are in need, doing something to change the life of another person—all of these increase the student's sense of her own worth."

The college attempts to communicate the importance of service in a variety of ways: through professional programs leading to careers in health care, education, and business; through service sororities on campus; through the social justice committee of campus ministry; and through the outreach program. To earn an associate degree, each student must give 25 hours of community service in this structured program which provides opportunities for analysis and reflection. These experiences are particularly important for academically underprepared students because many of them come from communities which traditionally have realized little political and economic power. When students experience their own ability to help others through the skills they have learned in college, they, themselves, are empowered and motivated to continue their education.

Methodology: Going Beyond the Campus

The outreach program at Mount St. Mary's has three basic goals. The first is to give students an experience of their power for good in the "real" world. The second is to help them make connections between academic learning and practical application. The third is to increase awareness of social issues and commitment to service.

1. The outreach requirement can be satisfied either through supervised field work required by an academic major or through the social action course. Students in early childhood education, for example, get outreach credit for their practice teaching as do nursing and physical therapy assistant majors for the clinical aspects of their programs.

2. A student's outreach experience is supervised by a faculty member who can help make connections between academic learning and the student's experience. The faculty member can also point out the larger social issues involved in the particular situation the student is encountering.

3. In the social action class, students are helped to find appropriate volunteer activities by the instructor and by previous class members. They set up formal contracts with the volunteer agency and are evaluated in writing. Students are also required to keep a journal about their volunteer experiences and read assigned articles. Guest speakers from a variety of community agencies come to class, including homeless women, chaplains from Juvenile Hall, and people working with refugees from many countries. A final conference between individual students and their teachers helps them to sum up and evaluate their volunteer experience. They receive a letter grade and one unit of academic credit.

Helped by financial aid and her on-campus job as a residence assistant, Rose was honored for her service to the college when she graduated with her associate in arts degree and transferred to the baccalaureate program. There she graduated with a bachelor's degree and teaching credential, earning the prestigious President's Award.

VII

Beyond The Model

While the model program described in the preceding pages is complete, it operates in the context of MSMC's unique, two-plus-two academic structure; the program, itself, provides a context for educational outreach to the surrounding community. A complete description of the model program, therefore, must include a look at the relationship of the baccalaureate and associate degree programs and also an explanation of community service programs which utilize elements of the model.

A Two-Plus-Two College

"The Doheny campus made me realize how important it is to continue my education. Everyone was so encouraging to let me know that I could succeed."
—Diana

Because Mount St. Mary's offers both baccalaureate and associate degrees, the college has an advantage in recruiting and admitting academically underprepared students. MSMC's associate program is attractive to high school graduates who would like further education, but are intimidated by the academic requirements and investment of time and money required for the baccalaureate degree. The college admission's office has the flexibility to accept students with poor high school records without lowering the standards of the baccalaureate program.

Once admitted, academically underprepared students in Mount St. Mary's associate in arts program benefit greatly from opportunities provided by close ties with the baccalaureate program on the west Los Angeles Chalon campus. To many of these students, earning a baccalaureate degree seems like an impossible dream when they arrive on the Doheny campus. The length of time, the cost, and the academic difficulty make a bachelor's degree appear beyond their reach. Gradually, however, they are introduced to the four-year program. Students from the baccalaureate and associate programs get to know each other at all-college events which take place alternately on the Chalon and Doheny campuses. They also share activities through athletics, student government, and campus ministry. Many faculty members are assigned to both campuses and encourage associate students to consider continuing their education. They share stories of earlier alternative access students who have succeeded. Many Doheny transfers to the baccalaureate program come back for visits, and some continue to live on the Doheny campus throughout their baccalaureate studies, giving new alternative access students successful models to emulate. Some classes required for the baccalaureate degree are offered on the Doheny campus, the college providing regular shuttle service between the two campuses.

As they gain confidence and academic skills, alternative access students are encouraged to take classes on the Chalon campus. In her third semester, a student may take seven units on the Chalon campus and in her fourth semester, nine units. Step by step, then, alternative access students are introduced to the baccalaureate program. They begin to see that they can fit in and succeed in a four-year program. Streamlined intercampus transfer policies facilitate the process of moving into the baccalaureate program. Many students transfer into the four-year program after they have earned their associate degrees; some, who have earned the necessary grade point average, change programs after their first academic year.

Undoubtedly, many alternative access students go on to baccalaureate study on the Chalon campus because it is a logical next step. While most colleges and universities are not organized in this fashion, many institutions could benefit from developing closer relationships with nearby community colleges. Hosting students on campus

for guest lectures, sponsoring faculty exchanges, allowing community college students to take a small number of units in the baccalaureate program as "special students"—all these policies can help bridge the gap between two- and four-year colleges, a gap which can seem very daunting to alternative access students.

Serving the Community

Colleges and universities do not exist in a vacuum. Each institution is part of a larger community, which the college can influence for the better. Two of Mount St. Mary's community service programs are described in appendices to this monograph because they dovetail with the alternative access program and provide educational opportunities to minorities not enrolled in the college. The ESOLD program (English for Speakers of Other Languages and Dialects), described in Appendix A, works with recent immigrants to the United States and foreign students, some attending Mount St. Mary's for a year, others enrolled in one of the college's degree programs. Another aspect of this program is the teaching of English to adult immigrants living in the nearby community.

The STEP program (Strides Toward Educational Proficiency), described in Appendix B, is the college's partnership with specific inner-city high schools. Through STEP, the college shares its experience helping underachieving students with high school faculty, and offers high school students the chance to improve their basic skills by attending MSMC's summer skills program.

Both of these programs do impact the lives of MSMC students in various ways. Many high school students who participate in the STEP program eventually enroll at Mount St. Mary's. ESOLD helps MSMC's foreign students and new Americans become sufficiently proficient in English to enter regular college writing and literature classes. As part of their community service, Doheny students also tutor in the TIES (Teaching Immigrants English Skills) program. Student participants are highly enthusiastic. A young Cambodian student tutoring a middle-aged immigrant from Mexico observed, "It's wonderful to be able to help someone learn English. I'm working harder than ever to perfect my English skills so I can be a better teacher." College students and faculty who have taken part in ESOLD, TIES and STEP have had their lives broadened and enriched. While there are costs to the institution associated with such community service, there are also significant benefits.

A Final Word

The young women whose stories have been sketched in the preceding pages have used their education to serve their families and communities. Carmen is now studying for a Ph.D. in sociology from the University of California at Berkeley. Maria has gone on to write for a Spanish language newspaper and is currently working in the social services department of a local hospital. Rose is teaching kindergarten and has helped her family buy their own home. Sandra is in private practice after earning a Ph.D. in clinical psychology; she still continues the volunteer service begun in MSMC's outreach program, acting as a counselor at a local home for pregnant teenagers.

The Mount St. Mary's College community is proud of the alternative access program described in these pages and of the successful students who bear witness to its effectiveness. Still, the alternative access program remains a work in progress. Every day faculty, administrators, and staff look for ways to be more responsive to the needs of educationally underprepared students and more effective in helping them succeed. If readers are stimulated to ask questions and look

for ways to better serve the academically underprepared on their own campuses, this document has served its purpose. All engaged in this endeavor can be encouraged by the Mount St. Mary's College experience. Although it is a tremendously challenging task, the personal and professional rewards of working with such students are profound.

Works Cited

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APPENDICES

APPENDIX A The ESOLD Program English For Speakers Of Other Languages And Dialects

ESOLD: English as a Second Language Classes

Many colleges and universities have foreign students and provide ESL classes for them. The high rate of immigration into Los Angeles has made MSMC aware that recently arrived Americans may also need these services. The college provides two programs: one for students or prospective students and the other for adult immigrants seeking a better command of English.

Methodology: Meeting College and Community Needs for English Proficiency

In a small, urban college such as Mount St. Mary's, the combination of ESL for students and the service to the immigrant community surrounding the Doheny campus makes sense. At other institutions, it may be more effective to separate these efforts or leave English classes for adults to community colleges, high schools, or extension programs.

1. ESOLD at Mount St. Mary's consists of courses at three levels of proficiency developing skills in written and oral communication, reading and listening comprehension, vocabulary, and socio-cultural understanding. Students enrolled at MSMC can take these classes concurrently with Basic Writing and any of the college skills classes. (See pages 21, 22 for an explanation of these courses.) Both regular semester courses and intensive short courses are offered.

2. The second program, TIES (Teaching Immigrants English Skills), involves student volunteers in teaching basic English to adult immigrants living in the nearby community. The intercultural exchange between students and immigrants has been a valuable experience for both. Students, often from the Hispanic community, share their knowledge of English and their insight into American culture. Working with adults has helped students become more disciplined learners themselves and, in some cases, has sparked an interest in a teaching career.

APPENDIX B The STEP Program Strides Toward Educational Proficiency

STEP: Outreach to Inner-City High Schools

For academically underprepared students, the earlier effective intervention occurs the better. Colleges and universities have much to gain from forming partnerships with local schools to help students become better learners during their high school years and high school faculty members become more effective teachers.

Methodology: Components of the STEP Program

Initiating a partnership with local high schools is, if anything, more complicated than making changes on a college campus because two institutions are involved. The nature of the partnership will depend on the nature of the two schools, their needs and resources, the distances involved, the financial support available, and many other factors. Consequently, a description of MSMC's high school outreach program is provided here, rather than a specific formula for such a partnership. We are particularly grateful to the Ralph M. Parsons and ARCO foundations for their support of our STEP program.

1. Mount St. Mary's has established a mentor relationship with seven inner-city high schools, serving African-American, Hispanic-American, and immigrant Asian populations.

2. Selected high school juniors and seniors from these STEP high schools are invited to participate in the summer skills workshop on MSMC's Doheny campus together with students accepted into the alternative access program. Five to seven students are nominated from each high school by their counselors and interviewed by the director of the STEP program, who makes the final selection.

3. Students receive a tuition grant but are responsible for a materials fee. MSMC awards a $200 tuition grant because these students could not afford to attend the workshop without it. Students pay something toward the cost of the program, a $25 materials fee, because this contribution indicates a commitment to serious study on their part. These figures, of course, are subject to change.

4. STEP students take a study skills class and select two additional classes from programs in reading, writing, and mathematics. The complete summer skills program is described on page 23. Students receive career counseling and use the career exploration computer program more fully described on page 27.

5. Students are taken to off-campus cultural events related to the interdisciplinary reading course offered during summer skills.

6. High school faculty are invited to observe summer skills classes and interact with college faculty. College faculty also give workshops in STEP high schools on relevant topics such as reading development and writing across the curriculum.

7. Mount St. Mary's students visit STEP high school campuses to serve as role models, answer questions about college, and encourage aspirations to higher education. MSMC students also provide tutoring services to STEP schools.

8. The STEP director follows the progress of students who have been in the summer skills program, making two follow-up visits to each student, one in fall and the other in spring. Key topics in their meetings are academic progress

and future college plans. The STEP director also sends follow-up surveys to participants who have been out of high school at least one year.

9. Students may benefit from a part-time residential experience. Mount St. Mary's provides grants for some STEP students in the summer skills program to live on campus for three weeks. This brief experience has helped incoming freshmen feel more at home on the campus and become more involved in college life.

APPENDIX C
Institutional Readiness Assessment

Minorities Assessment Project

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Institutional Readiness

Providing the elements that academically underprepared students need to persist and succeed is a big job, requiring a real commitment from all sectors of the college community. Trustees, executive officers, and chief financial officers have to face the fact that such programs are expensive, especially in an era of declining resources. Administrators, faculty, and staff may have to change the ways things have "always been done." Even more difficult, they may have to change attitudes and long-standing patterns of thought. Everyone has to learn to question what "feels" right in the classroom, conference, or advising session because all of us are products of our culture, and our culture may not be a reliable guide in a multicultural environment.

As a help to institutions considering the introduction of an alternative access program, this Institutional Readiness Assessment Questionnaire has been developed. For institutions that already have an ethnically diverse student body with some alternative access students, the questionnaire will be of help evaluating the strengths and weaknesses of the services offered these students.

Questionnaire

DIRECTIONS: Please answer each one of the items, if possible indicating the degree to which each statement is true for your institution. Use the "no knowledge" category sparingly. Some items may seem to pertain to the education of all the students, but they are especially significant in the education of academically underprepared students. Rate the item AS A WHOLE when you make your assessment.

SCALE: 0—no knowledge;

1 and 2—not descriptive;

3 and 4—somewhat descriptive;

5 and 6—very descriptive

A. Institutional Commitment

1. The mission statement of the college expresses the commitment of the college to the education of all accepted students, including those admitted through the alternative access program.

0 1 2 3 4 5 6

2. The Board of Trustees of the college has made an informed commitment to the education of the academically underprepared at the college.

1 2 3 4 5 6

3. The chief administrators of the college have made an informed commitment to the education of the academically underprepared at the college.

0 1 2 3 4 5 6

4. The faculty of the college are aware of the impact of accepting alternative access students and are generally in support of doing so.

0 1 2 3 4 5 6

5. The college will spend/has spent additional funds, principally for scholarships, in support of the alternative access program.

0 1 2 3 4 5 6

6. Students and alumnae, as well as the college staff, are supportive of efforts of the college to educate alternative access students.

0 1 2 3 4 5 6

B. Culture And Climate

7. The campus climate is friendly and caring: one in which students feel welcomed and valued for themselves.

0 1 2 3 4 5 6

8. Individuals on the campus take a personal interest in students. They affirm students as persons in terms of potential, talents, and uniqueness.

0 1 2 3 4 5 6

9. Faculty members and staff are ethnically diverse.

0 1 2 3 4 5 6

10. Cultural awareness sessions are held for administrators, faculty members, and support staff.

0 1 2 3 4 5 6

11. The orientation program for students emphasizes cultural sensitivity as part of its content.

0 1 2 3 4 5 6

12. Required courses include multicultural content.

0 1 2 3 4 5 6

13. There is a close working relationship between the academic affairs administration and student affairs staff in planning and monitoring all student services.

0 1 2 3 4 5 6

14. Campus social, cultural, and educational organizations produce a program that includes the celebrating of the international and multicultural heritages of the students.

0 1 2 3 4 5 6

C. Access/Admissions

15. The institution recruits at inner-city high schools where talented, but economically disadvantaged and academically underprepared students are enrolled.

0 1 2 3 4 5 6

16. The staff in the admissions office has been trained, through workshops, consultants, etc. as to the strategies to be employed in the recruitment of alternative access students.

0 1 2 3 4 5 6

17. The college conducts bilingual financial aid workshops for prospective students and their parents as an essential component of the recruitment process.

0 1 2 3 4 5 6

18. The college has provided a direct phone access to the admissions office without the student incurring long-distance charges.

0 1 2 3 4 5 6

19. College staff assist students and parents in completing financial aid and other forms necessary to admission and /or enrollment.

0 1 2 3 4 5 6

20. Need-based financial aid is made available to alternative access students.

0 1 2 3 4 5 6

21. The college has flexible admissions standards, and the admission of academically underprepared students is handled case by case, with the potential for success as the chief criterion for their admission.

0 1 2 3 4 5 6

22. The college will/does admit a sufficient number of students from all ethnic groups so that they have a supportive peer group on the campus.

0 1 2 3 4 5 6

23. A summer skills program, which academically underprepared students may be required to complete, is available.

0 1 2 3 4 5 6

24. The college has established realistic dates for submission of forms for admission and enrollment and does not expect advance payments for enrollment from economically disadvantaged students.

0 1 2 3 4 5 6

D. Academic Programs

25. All entering students are pre-tested and placed in an appropriate course sequence based on test results.

0 1 2 3 4 5 6

26. Students who are inadequately prepared in literacy and/or mathematical skills are tested after each skills course and given schedules appropriate to the progress they have made.

0 1 2 3 4 5 6

27. Every freshman or transfer student in the alternative access program is required to enroll in a special orientation course or freshman seminar.

0 1 2 3 4 5 6

28. There is an early warning system by which students are alerted to possible academic difficulties and receive timely counsel and assistance.

0 1 2 3 4 5 6

29. Intensive academic advising and/or mentoring is provided to all alternative access students during their first year in the program.

0 1 2 3 4 5 6

30. Opportunities have been provided to prepare faculty in teaching methodologies other than the lecture method.

0 1 2 3 4 5 6

31. Academic standards are maintained in all classes, even though teaching methodologies may vary.

0 1 2 3 4 5 6

32. A Learning Resource Center, open during the day and at least some evenings, provides students with the opportunity for individualized instruction and peer tutoring.

0 1 2 3 4 5 6

33. Some students are required to study and/or receive assistance in the Learning Resource Center.

0 1 2 3 4 5 6

34. There is a provision on campus for all students to become computer literate before graduation.

0 1 2 3 4 5 6

35. Some classes are held in late afternoon or evening to accommodate working students.

0 1 2 3 4 5 6

36. Programs leading to an associate degree are available to all students.

1 2 3 4 5 6

E. Student Services

37. The college has a career advisement service where information files and the services of a career counselor are available to students.

0 1 2 3 4 5 6

38. Students have access to personal counselors to handle problems other than academic.

0 1 2 3 4 5 6

39. Students have access to adequate health and physical fitness services and/or classes.

0 1 2 3 4 5 6

40. The college maintains a library with holdings that feature ethnic cultures and histories.

0 1 2 3 4 5 6

41. All students have access to sources of information on the courses in which they are enrolling: e.g., course abstracts, course syllabi, previous examinations, and paper requirements.

0 1 2 3 4 5 6

42. Student achievement is recognized through personal letters, phone calls, publications, and honor roll lists.

0 1 2 3 4 5 6

SCORING of the INSTITUTIONAL READINESS SURVEY

To determine your final score, add up the total of scores

and enter this number as (a)
a)_____

Indicate the number of items which you rated as

0 (no knowledge) and enter this number as (b).
(b)_____

Multiply (b) by 3.5 and enter as (c).
(c)_____

Add (a) and (c) and enter as Final Score.
Final Score_____

Key

FINAL SCORE:

210 - 250+ High to Excellent

170 - 209 Average to Above Average

Below 170 Poor to Below Average

These scores are indicative of your commitment to accept and maintain a diversified student body including academically underprepared students. Your score may also tell you that some areas of the campus are very committed, but that this information has not been shared or internalized by all significant persons on the campus.

Regardless of your score, study the items carefully to determine those in which your institution scores low. Pay careful attention to items which were rated 0 (no knowledge) by a large number of people. These items should become primary areas of concern. Some corrective action may be indicated.

If this form is to be administered to a number of groups on campus, such as board of trustees, faculty, and administrators, it is helpful to study separately the responses of each group.

APPENDIX D
FACULTY DEVELOPMENT PROGRAMS

Listed below are the names and affiliations of scholars, writers and educators who have spoken at Mount St. Mary's College on topics related to multicultural education. They are provided here as a resource for colleges and universities interested in faculty development on multicultural education.

September 1986

Halford Fairchild
Psychology, UCLA

October 1986

Maya Angelou
Writer and lecturer

November 1986

Rose Monterio
Sociologist

April 1987

Lamonte Westmoreland
Artist

Candice Lee
Artist

Linda Russell
Sociologist

David Sasaki
Artist

Patssi Valdez
Artist

January 1987

Thomas Weisner
Social Anthropology, UCLA

James Vigil
Ethnic Studies, USC

Douglass Price-Williams
Psychology, UCLA

Claude Goldenberg
Lenox School District

Carol Browner
Psychiatry, UCLA

Ronald Gallimore
Education, UCLA

April 1989

Dorothy Taylor
Whittier School District

Philip Uri Treisman
Mathematics,
UC Berkeley

March 1990

Elliot Barkan
History,
CSU San Bernardino

May 1990

Elliot Barkan
History,
CSU San Bernardino

Carlos Cortes
History, CSU Riverside

September 1990

Iris Ingram
Vice President, United Way

October 1990

Christelle Estrada
Teacher Education, MSMC

January 1991

Carlos Cortes
History, CSU Riverside

April 1991

Erica Hagen
Coordinator of Multicultural Programs,
Immaculate Heart College

Notes:

Mount St. Mary's College thanks all who have collaborated with us in this process over the past decade, and is delighted to share these pre-publication comments—

"Because of its location in one of the most ethnically diverse communities in the nation, Mount St. Mary's College in Los Angeles has proven the value of an effective multicultural curriculum in practice, not just as politically-correct philosophy....
Any educator or any private funder concerned about how such success with 'poor kids' can be accomplished must read the series of monographs published by Mount St. Mary's on their exciting experiences. Their approach of seeing poor, underrepresented students as opportunities, rather than simply as ciphers, reveals a direction all of higher education should pursue."

— **Eugene R. Wilson**
President
ARCO Foundation

"This college has been grappling with the challenge of educating a culturally diverse student body for over a decade, and has arrived by trial and error at a very effective educational program model. This monograph describes those characteristics of campus climate and those elements of student services and curricula considered essential to a program that successfully recruits, educates, and graduates minority students who have for too long been outside the mainstream of U.S. higher education."

— **Arturo Madrid**
President
The Tomas Rivera Center

"Mount St. Mary's success in retaining and graduating students is thrilling and inspiring. I have been a participating friend of Mount St. Mary's and find it easy to wholeheartedly applaud the faculty and administration for their efforts."

— **Maya Angelou**
Z. Smith Reynolds Professor of American Studies
Wake Forest University

"Mount St. Mary's College has emerged as a national role model for multicultural education, having succeeded in attracting a student body that is among the country's most culturally and ethnically diverse. With a dedicated faculty and innovative curriculum, the College is shaping women from a wide variety of backgrounds into leaders...."

— **Reginald Wilson**
Senior Scholar
American Council on Education

"Mount St. Mary's has been highly successful in educating a culturally diverse student body. The College knows the challenges and opportunities of multicultural education. In this monograph, MSMC describes its educational program and offers pertinent and timely advice to those who would like to adapt the model."

— **Edgar F. Beckham**
Program Officer
Education and Culture Program
The Ford Foundation

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